

**THE EFFECTIVENESS OF THINK-PAIR-SHARE TECHNIQUE
TOWARD STUDENTS ABILITY IN WRITING DESCRIPTIVE
TEXT AT THE EIGHTH GRADE STUDENTS OF
SMP NEGERI 3 SINJAI**



A Thesis

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Skripsi yang berjudul, **"The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Sinjai"**, yang disusun oleh **Intaniya Fathanty Lukman, NIM: 20400112094**, mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Senin, tanggal **28 November 2016 M** yang bertepatan dengan tanggal **28 Shafar 1438 H** dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

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Demikian persetujuan ini diberikan untuk proses selanjutnya.

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Pembimbing I

Pembimbing II

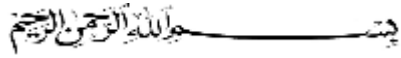
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ABSTRACT

Title : The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Sinjai.
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The main objective of this study is to find out the effectiveness of students ability in writing descriptive text that taught by using Think-Pair-Share technique. This research was conducted at SMP Negeri 3 Sinjai Kab. Sinjai Utara in Academic Year 2016/2017. In this research, the population is students in the eighth grade. The numbers of population were 175 students. In taking the sample, Class VIII A and VIII B was chosen by using purposive sampling technique. There were 20 students in Class VIII A and 20 students in Class VIII B. The total samples were 40 students.

Quasi-experimental method was applied in this research with two group pre-test and post-test design. Class VIII A was chosen as experimental class that taught by using Think-Pair-Share technique, and Class VIII B was chosen as control class that taught by using Conventional method. The instrument used to collect data was writing test.

The result of the research showed that the eighth grade students of SMP Negeri 3 Sinjai had “fair” score on pre-test with the mean score 46.6. After giving treatment the students got improvement, the got “good” score with the mean score 84.05. The result of the data analysis indicated that there was a significant improvement in the students’ writing ability after being taught using Think-Pair-Share technique. It was proved by the result of the statistical analysis of the level significance $P = 0.05$ with degree of freedom (df) = 38 indicated that the t-test values of the students’ writing (3.99) was higher than t-table value (2,021).

Based on the result analysis, the researcher then concludes that the using Think-Pair-Share technique is effective to improve the students’ writing, especially in writing descriptive text and Think-Pair-Share technique was effective to improve students’ writing ability at the eighth grade students of SMP Negeri 3 Sinjai.

CHAPTER I

INTRODUCTION

This chapter presents Background, Research Problem, Research Objective, Research Significance, Research Scope, and Operational Definition of Terms.

A. Background

Education is conscious effort to develop the potential of human resources through teaching activities. The purpose of education is to improve the human morality, intelligence and learning that can develop their potential that can be realized in society life. In Islam, Islamic education became one aspect of teaching Islam which is based on Al-Qur'an and Hadith of the Prophet Muhammad. In Islamic education, Al-Quran is the main source of guidance for Muslims. There are many verses in the Quran that contain about materials of Islamic education and also the values that relating to education. One of them is as ordered by Allah SWT in the Qur'an, surah Luqman (31:13)

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

Meaning:

“And [mention, O Muhammad], when Luqman said to his son while he was instructing him, "O my son, do not associate [anything] with Allah. Indeed, association [with him] is great injustice” (the Holy Qur'an).

The verse above explains that education/planting Aqidah is the first foundation in the formation characteristics and morals. This has been exemplified by Luqman in the verse 13 above. In the verse, clearly Luqman advised his children not to shirk deeds. Luqman's advice is the doctrine of monotheism to Allah.

Teaching and Learning is a process the opportunity given to the students to make a change and obtained from an experienced teacher. The concept of Teaching and Learning is very different. The concept of Teaching is to involve teachers as a source of knowledge and students as learners. Teaching is an activity that conducted by the teacher to give explanation in learning process to the students. Some teaching activities that have been designed based on the curriculum and the system. The concept of Learning is a process where by a person acquires knowledge and skills. According to Robert M. Gagne (1970) learning is a change in behavior or skill someone who can be conserved, excluding changes resulting growth process.

The main purpose of Teaching and Learning is focused on achieving skills. Skill achievement of the purpose is the achievement of learning such as English learning. There are four skills that must be mastered in learning English: listening, speaking, reading, and writing. All that language skills are also supported by other language elements such as vocabulary, grammar, and pronunciation. One of the four language skills above is writing. According to Olice Oshima and Ann Hogue (1999: 3), writing is particularly academic writing that is not easy. It takes study and practice to develop this skill. As we know that writing is a specific ability which helps writers to put their thought into words in a meaningful form and to mentally interact with the

message. It needs some method include ability for the writers to express their opinion or thoughts clearly. By writing, people can tell their experience to other and share the information which other people may not know yet. In addition, writing is a form of communication where people can express their idea, feeling, and experience freely.

There are some problems that usually faced by students in writing. The first is that they have difficulty to begin writing. Secondly, they may be not good at grammar. Thirdly, there has not been the appropriate teaching method applied in writing yet. Therefore, the lecturers need to apply a good teaching strategy. Referring to the teacher's information, these kinds of phenomena also occur in students who currently study in SMPN 3 Sinjai. The researcher found that the students always faced problem in finding idea to write, did not know what to do if they want to start their writing. Also, some students feel frustated when they could not find the aproprate words. In other that, some students could not construct a good sentence, they did not know about punctuation, capitalization, space between words and word order.

These conditions were caused by some factors such as the lack of students' motivation and interest in learning English, the lack of students' vocabulary, the students did not understand how to arrange the words in order to form a good sentence and create sentence into a good paragraph. Also, there is no interaction between student and teacher in teaching and learning English process, especially in writing. The teacher just give score to the students without give them feedback. For example, the teacher checked the students' task of writing without correction but just

give them score. Thus, the students do not know their wrongness in writing. It caused by writing is not separated in English lesson and allocation time was not enough. The most important factor that can influence students' achievement is the technique or method which is applied by teacher in learning process.

Those problems above made the students are not able to write good sentences. Their writing would not be understood by the other people or the other people would find a wrong meaning from the writing. Some students also wrote an English paragraph, but their works are influenced by Indonesian Language.

In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need. In order to master writing especially in writing descriptive text, the teacher as an educator have to use a good method to teach learning process. One of strategies which were suitable in teaching writing and researcher interest to use is Think-Pair-Share (TPS) strategy. Think-Pair-Share is one of strategy in cooperative learning method. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. Moreover, through this method will be able to see how students complement each other because they were work in pair, exchange their idea or opinions and then share it to other students' (Lyman; 1981). For shy or tentative students, this could help them to put the emphasis back on learning instead of on simply surviving class.

Based on the reasons above, the researcher uses Think-Pair-Share strategy to prove that the strategy is effective in writing descriptive text by using picture or topic as a teaching aid. This research chooses writing descriptive text because descriptive is one of text genre that describe about something, such as looks, feel, tastes, and sense. By descriptive text, the readers know about detail information, and event sequence in a problem. If the students do not know how to construct a descriptive text, it can misunderstand between writer and reader. Thus, writing descriptive text is important to teach for the students.

B. Research Problem

Based on problem of writing ability occurred in such classroom situation, the problem of the research is *“To what extent is the use of Think-Pair-Share technique significantly effective towards students’ ability in writing descriptive text at the eighth grade students’ of SMP Negeri 3 Sinjai?”*

C. Research Objective

The research objective is to find out the effectiveness students writing descriptive text at the eighth grade of SMP Negeri 3 Sinjai after being taught through Think-Pair-Share strategy.

D. Research Significance

The results of the research are expected to be beneficial both theoretical and practically elaborated in the following section.

1. Theoretical Significance

The research expects to be valuable information and contribution for teaching and learning English. Think-Pair-Share is one of a good technique to use in teaching writing in the classroom. The result of the research is expected to be beneficial for teacher's information and reference for the readers, especially the next researchers through Think-Pair-Share Technique.

2. Practical Significance

a) Significance for the students'

By this research, the researcher hopes that it will be solved the students' problem in writing and be more active in the classroom by using Think-Pair-Share Method. It is also expected to encourage the students to be more active and comfort in developing their ideas especially in written form.

b) Significance for the teacher

The results of this research are expected to give information to the English teachers, especially in guiding students to write their idea and build the students' self-confidence by studying in pair.

c) Significance for the next researcher

This research can give significance to the other researchers as a reference for further studies on a similar topic.

E. Research Scope

This study belongs to an experimental research. It focuses on the writing ability including acquiring and improving the grammar and vocabulary knowledge and it limited to discuss about how effectiveness Think-Pair-Share strategy towards students' ability in writing descriptive text. So, that the students might show progress in the end of the study. The study is done only with students of the eighth grade students' of SMP Negeri 3 Sinjai.

F. Operational Definition of Terms

The title of this draft of thesis is "*The Effectiveness of Think-Pair-Share Technique towards Students' Ability in Writing Descriptive Text at the Eighth Grade Students' of SMP Negeri 3 Sinjai (A Quasi-experimental research)*". To make the understanding about the title of thesis easier, the researcher will explain some technical term in the title:

1) Definition of Writing

Writing is an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Writing is an activity which expresses knowledge, idea, and feeling in form of text so that the result can be enjoyed and understood by the readers. Sharples (1999: 8) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others easily know them and they can think critically.

2) Definition of Think-Pair-Share

The think-pair-share strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman (1987) to encourage student classroom participation. The think-pair-share strategy is a cooperative discussion strategy to help students work in group.

In applying this strategy, the lecturer poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman 1987). The students can share their ideas that appearing their minds as the responses to the lecturer questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion.

3) Definition of Descriptive Text

Descriptive text is the text that contains about depiction of something in the form of things, people, job, place, etc. Harmer (2004: 67), descriptive Text is a text having aim to describe a particular person, place or thing.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related Research Findings, Some Pertinent Ideas, Theoretical Framework and Hypothesis.

A. Literature Review

There are some literature reviews that have relation to this research such as follows

1. Previous Related Research Findings

There are some previous findings of some researchers that have relation to this research such as follows:

- a. Laini (2014) conducted the research of *The Application of Think Pair Share in Improving Writing Skill of The Eighth Grade Students of SMPN 9 Denpasar in Academic Year 2013/2014*. She proves that Think-Pair-Share was an effective way to improve the subjects' achievement in descriptive paragraph writing because the subjects were motivated to study and to write a descriptive paragraph. It was showed by the increasing of the mean score of the subjects' descriptive paragraph writing in every test which had been administered during the research.
- b. Siburian (2013) conducted the research of *Improving Students' Achievement on Writing Descriptive Text through Think-Pair-Share*. She found that average scores of students in every evaluation keep improving. It can be said that there is

a significant improvement on the students' achievement in writing descriptive text by applying the application of Think-Pair-Share method.

- c. Elisabeth and Aisah (2012) conducted the research of *Improving Students' Achievement in Writing Procedure Text through Think-Pair-Share (TPS) Technique*. In their observation result showed that the students gave their good attitudes and responses in teaching and learning process by applying Think-Pair-Share (TPS) technique. Questionnaire and interview result showed that the students agreed that the application of Think-Pair-Share (TPS) technique had helped them in writing procedure text. The application of Think-Pair-Share (TPS) technique improved the students' achievement in writing procedure text significantly and helped the students became active participants in learning and could include writing as a way of organizing thoughts generated from discussion.
- d. Usman (2015) conducted the research of *Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at STAIN Ternate*. In his observation result showed that the strategy is effective because there was a significant improvement performed by the students from Cycle1 to Cycle 2. The students' significant improvement was indicated the indicators of the criteria of success. The classification of the students' scores of "good" after being treated and assessed by employing spoken test is the evidence of the effectiveness of the think-pair-share strategy.
- e. Sumarsih and Dedi (2013) conducted the research of *TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text*. In

their observation result found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share technique. The score continuously improved from the first evaluation to the third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) technique. Questionnaire and interview report showed that students agree that the application of TPS (Think Pair Share) technique had helped them in writing descriptive text. Certainly, the application of TPS technique is significantly improved students' achievement in writing descriptive text.

To compare with this research, by looking at those previous research findings above, the researcher could say that Think-Pair-Share method in an effective method to use. Although some researchers above using Think-Pair-Share as a method in teaching writing descriptive text, they have different way when applying and implementing.

There are some differences that related to the previous researches with research that the researcher is going to do such as the topic that presented and the subject in the research. The subject in this research is also different from the previous researches where this research will be conducted at the eighth grade students' of SMP Negeri 3 Sinjai.

B. Some Pertinent Ideas

1) Think-Pair-Share

Think-Pair-Share is a simple but effective formative assessment technique that can highlight areas of confusion for students and allow instructors to address the confusion in a timely and helpful manner. This active learning technique provides students an opportunity to work collaboratively with their peers in order to co-construct their learning. This strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. According to Lyman (1981), Think-Pair-Share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes and it can be used in any content area, before, during, and after a lesson.

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. Think-Pair-Share can also be used as an information assessment tool, as students discuss their ideas.

As the name implies, this method has three basic guidelines that Thinking, Pairing and Sharing. The implementation steps of this method are:

- (1) Thinking: this learning begins with teacher provides questions or issues related to the subjects to be considered by students. Teachers give students opportunities to think about the answer.

(2) Pairing: at this stage the teacher ask students in pairs and give the pairs the opportunity to discuss the topic. These discussions are expected to be able to deepen the meaning of the answers that have been thinking with their partner.

(3) Sharing: the teacher randomly call on student pairs or have the volunteer to share their answer as well as the reason of their conclusion.

In addition, the Think-Pair-Share method is a good method to applying because the students will be more active in the class. Students can share their opinions with classmates through topics that have been awarded. Moreover, the student will be work in pair to make the conclusion on each of their thoughts on a given topic before sharing to with other students.

1) The Steps of Think-Pair Share Method

The steps in applying think-pair-share method are:

- (a) Decide on how to organize students into pairs.
- (b) Pose a discussion topic or pose a question.
- (c) Give students at least 10 seconds to think on their own. (“Think time”).
- (d) Ask students to pair with a partner and share their thinking.
- (e) Call on a few students to share their ideas with the rest of the class.

2) Benefits of Think-Pair-Share Method

The benefits of this method are:

- (a) When students have appropriate “think time”, the quality of their responses improves.
- (b) Students are actively engaged in thinking.
- (c) Thinking becomes more focused when it is discussed with a partner.
- (d) More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- (e) Many students find it easier or safer to enter into a discussion with another classmate, rather than with a large group.
- (f) No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
- (g) Building on the ideas of others is an important skill for students to learn.

2) Writing Ability

a) Writing

Writing is a communication tool in written form. In another words writing is transpiring ideas or feeling to another as a reader. In addition, Bennet (2006) states that writing is thinking of paper, thinking how to work finding fact, testing the truth of them, find out the conclusion, forming opinion. By writing activity a person can find the solution of the difficult problem. Writing is not just a process to arrange sentences but also we have to clarify ideas in our mind into word and sentence into a good paragraph.

Basically, writing means producing or reproducing oral language into written language. It involves an active process to organize, formulate, and develop the idea in written form so that the reader can understand the writer's information as well as in oral form.

1) Component of Writing

Oshima & Hogue (1997) definite that there are five component of writing they are content, organization, language use, vocabulary, and mechanics.

a. Content

The content of writing must be clear for the reader so they can easy to get information. The content tends of relevance, clarify, and logic. To have a good content in a piece of writing, the content should be unify and complete.

(1) Unify in writing means that each sentences mush have relating and supporting ideas.

(2) Completeness means that in writing the main ideas has been explained and develop fully.

b. Organization

Organization concern with the way how the writers arrange and organize their ideas and massages in writing form that consist of some partial order. Before start to write, the writer has to know what kinds of paragraph that they want to write, and what topic that they want to tell to the readers. It must be supported by cohesion.

(1) Coherence means that sticking together and in coherent essay, all the ideas stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the ideas.

(2) Spatial order

If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial.

c. Language Use

Language use in writing involves correct usage and point of grammar. Many point of grammar the writer must be use like to quote a little literature about tenses, verb, noun, and agreement.

d. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective use of vocabulary has to relevant with the topic that will be writing. Some who lack of vocabulary will be difficult to compose what they are going to express appropriate vocabulary will help writes to compose writing.

e. Mechanics

It is related with the ability to use correctly words to the written language such us using capitalization, punctuation, and spelling. It is very important to lead the readers to understand or recognize what the written mean to express. The explanation as follow: *1) Capitalization*, the use of capitalization can clarify the

ideas. It also helps to differentiate from sentences to other. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. **2) Punctuation** can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other. **3) Spelling.** Using of spelling has three rules: they are suffixes addition, plural formation, and the change of the certain words.

2) The Characteristic of a Good Writing

There are some characteristic of the good writing as Adelstein and Privall (1980) stated as follow:

- (a) Good writing reflects the writers' ability to use appropriate voice. Even though all good writing conveys the sounds of someone talking else. The voice heard though the writing must also suit the purpose and audience of the occasion.
- (b) Good writer reflects the writers to organize the materials into coherent whole so that it moves logically from a central, dominant idea to supporting points and finally to a consistent ending, conveying to the readers sense of the well thought out plan.

- (c) Good writing reflects the writers' ability to write clearly and unambiguously to use sentence structure, language, for example so that one possible meaning is the writers' intended one.
- (d) Good writing reflects the writers' ability to write the readers interest in the subject and to demonstrate a thought and sound understanding of it.
- (e) Good writing reflects the writers' ability to citizens the first draft and receive it. Revision is the key of effective writing.
- (f) Good writing reflects the writers' ability pride in the manuscript the willingness to spell and punctuate accurately and to check the meaning and the grammatical relationship within the sentences before submitting the finished product to the structure of an audience.
- (g) Writing down ideas allows as distancing ourselves from them.
- (h) Writing helps us to adsorb and process information when we write a topic, we learn it better.
- (i) Writing enables us to solve the problem by putting element of them into written form: we can examine and manipulate them.
- (j) Writing on a subject makes us active learners rather those passive learners of information.

3) Kinds of Writing

Oshima & Hogue (1997) state that writing into four kinds. There are:

- a. Narration

Narration is the form of writing use to relate the stay of act and of event. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and others things happen, and the event told in the same order. A narration tells a story series of conducted incidents or an action process of an action. An outline of the narration would like this orientation, complication and solution.

b. Description

Description is a form writing that describes something. It is reproducing the way thing looks, taste, smell, fell, and sound. It also evoke mood such as happiness, loneliness, or fear. It may be used to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is a form writing that explain something. It often answers to the question of what, why and how. It used in giving information, making explanation, and meanings.

d. Recount

Recount is a text that retells a story of experience in the past. Its purpose is to retell event. The generic structure of recount is orientation-events-reorientation.

3) Descriptive Text

Text is a way to express the meaning in written or oral form. Description has been defined by philosophers as “a mode of perception,” a means of knowing. Descriptive

text is a text having aim to describe a particular person, place or thing, etc. Harmer (2004:67).

Description adds an important dimension to people lives because it moves the emotions and expands experience. Description is also a strategy that people use in their daily interactions. Descriptive text is a recording of concrete details that people see, hear, smell, taste, or touch. In research and technical writing, writers use descriptive text to help readers understand the qualities and structure of physical objects, organisms, or phenomena. In the descriptive text, the tense usually used is simple present tense and usually used for general statements of fact.

The descriptive essay has two basic forms. There are:

- 1) Objective description

Objective description is used in the sciences, in business, and in technology.

The writers using this approach attempt to describe their subject without including their personal response.

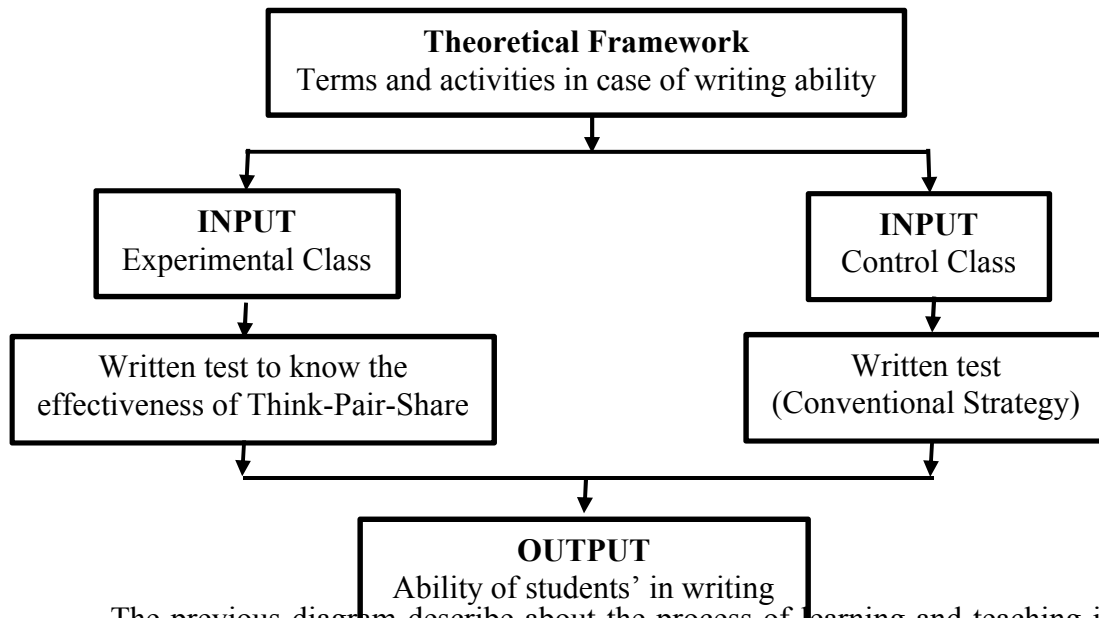
- 2) Subjective description

Subjective description on the other hand, allows the writer to show a personal connection to their subject.

C. Theoretical Framework

This research aims to find out whether Think-Pair-Share strategy effectiveness and can help the students increase their achievement in English writing

especially writing descriptive text. Based on the purpose of the research, the writer formulates the theoretical framework. The theoretical framework is as follows:



The previous diagram describe about the process of learning and teaching in the class. In experimental class, the researcher implements the writing descriptive text by applying Think-Pair-Share strategy to the students. Meanwhile, in control class the students were teaching by using Conventional Strategy. This conventional strategy is also known as traditional method. It is the most common teaching behavior found in schools worldwide that the teachers usually use to teach the students in the class. In the last, the result of the test by using Think-Pair-Share strategy and without using Think-Pair-Share strategy was showing the output of the students. The output refers to the students' achievement in writing descriptive text after got treatment from researcher.

D. Hypothesis

The hypothesis of the research as formulated as followed:

- 1) Alternative Hypothesis (H_1) : The implementation of Think-Pair-Share strategy in writing descriptive text significantly affects the students writing.
- 2) Null Hypothesis (H_0) : The implementation of Think-Pair-Share strategy in writing descriptive text is not significantly affects the students writing.

CHAPTER III

RESEARCH METHOD

This chapter presents Research Method, Population and Sample, Research Instrument, Procedure of Collecting Data and Data Analysis Technique.

A. Research Method

1. Research Design

The researcher applies quasi-experimental design with the non-equivalent control group design. It consists of an experimental class and control class. The experimental group were do pre-test, receive the treatment, and the post-test, therefore the control group were do pre-test and post-test only with conventional method in the class.

The design was involve one group which are pre-test (O_1), expose to treatment (X), and post-test (O_2). This design was also presented as follows:

E	O_1	X	O_2
C	O_1	-	O_2

Where:

E : Experimental group

C : Control group

X : Treatment

O_1 : Pre-test

O_2 : Post-test

(Arifin, 2012)

2. Research Variable

The kinds of variable that correlated with the research consisted of Independent and Dependent variable. Independent variable is a variable that influenced another variable to achieve what is expected by researcher, while Dependent variable is the result that expected through implement of the Independent variable (Arikunto, 2006). Based on the title above, the researcher could identify that dependent variable was students' writing descriptive text and the independent variable was the Think-Pair-Share Technique.

B. Population and Sample

1. Population

The target population of the research was conducted at the eighth grade students of SMP Negeri 3 Sinjai in the 2016/2017 academic year. The total numbers of population were 175 students.

2. Sample

This sample was taken by using purposive sample. Researcher takes purposive sample as a technique in this research because all of the students have the same cognitive in English. Purposive sampling is one of the samples that are selected based on the knowledge of a population and the purpose of the study to participate in the research. Suharsimi Arikunto (2010) stated that the researcher mixed all of subject in one population because the researcher regards all of subject were same. The sample of this research were consist two classes of eighth grade students of SMP

Negeri 3 Sinjai in 2016/2017 Academic Year. They were 20 students in class VIII A and 20 students in class VIII B. The total samples were 40 students.

C. Research Instrument

The instrument that use in this research was one kind of instrument namely written test. The test was done in two sections. The pre-test was given before the treatment to get the data on the students' prior knowledge in writing. The post-test was given to know the improving students' writing ability after the treatment. The test was take 60 minutes to students' do their writing and the test consist of one part, it was writing descriptive text.

D. Data Collection Procedure

1. Pre-test

Pre- test was giving to the students before the students are teaching by using Think-Pair-Share strategy. It was used to measure the students' writing descriptive text before being taught by using Think-Pair-Share strategy. This test was conducted on September 20th, 2016. It lasted for 60 minutes. 20 students were in the class joining the test. The test consisted of one item about writing descriptive text. The researcher distributed the test sheet to the students and asked them to work it individually.

2. Treatments

After giving pre- test, the students got treatment by using Think-Pair-Share Technique. This process conducted for two meetings. Each meeting provided different text and topic about descriptive text.

The treatment was began on September 21st, 2016 and finished on September 28th, 2016. The treatment was given in two meetings. Each meeting lasted for 60 minutes. The researcher used “Think-Pair-Share Technique” in teaching writing descriptive text to the students.

All the treatment in each meeting had the same teaching procedures as the following procedures:

- (1) The researcher introduced and explained about Think-Pair-Share Technique in the first 10 minutes.
- (2) The researcher gave the students a paper sheet with the theme of writing descriptive and asked them to think on their own about the question and answer. It took 5 minutes
- (3) The researcher decided the students to work in pair and asked them to share their thinking each other about the question and answer of their paper sheet.
- (4) For 35 minutes, the researcher asked the students to write their thinking with their partner in the answer sheet about the question with theme of descriptive text. Each partner had to compose their writing with the format of writing descriptive text that is identification and description. The time was set by the researcher and the students had to do the writing descriptive text correctly.

(5) The researcher spent 10 minutes to correct the students' answers and gave score.

The winner was the pair that reached the highest score.

3. Post-Test

After giving treatment, the post-test was conducted to find out the value of treatment whether or not the result of the post test is better than the result of pre-test. The post test was conducted on October 1st, 2016. In post test, the researcher distributed the test which the same as the test in pre- test.

E. Data Analysis Technique

The data collect through the test was analyzed by using quasi-experimental method. The researcher employs the formula as follows:

1. Scoring and classifying the students' writing ability as suggested by Brown. Here are explained the detailed of the explanation above with its criteria:

a) Organization (Introduction, body and Conclusion)

No	Classification	Score	Criteria
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1	Excellent to good	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outline by reader), supporting evidence given for generalization; conclusion logical and complete.
2	Good to adequate	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully develop; sequence is logical but transitional may be absent or misused.
3	Adequate to fair	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
4	Unacceptable -not	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical effort at organization.
5	College-level work	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not

			made any effort to organize the composition (could not be outline by reader).
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b) Punctuation, spelling, and mechanics

No	Classification	Score	Criteria
1	Excellent to good	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph, indented, punctuation and spelling very neat.
2	Good to adequate	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
3	Adequate to fair	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
4	Unacceptable -not	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
5	College-level work	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

c) Grammar

No	Classification	Score	Criteria
1	Excellent to good	20-18	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, article, verb forms, and tense sequencing; no fragments or run- on sentence.
2	Good to adequate	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them no fragments or run on sentence.
3	Adequate to fair	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.
4	Unacceptable – not	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
5	College-level work	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence.

d) Content

No	Classification	Score	Criteria
1	Excellent to good	20-18	Essay addresses the assigned topic, the ideas are concrete and thoroughly developed: no extraneous material, essay reflects thought.
2	Good to adequate	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
3	Adequate to fair	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
4	Unacceptable – not	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5	College- level work	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

e) Style and quality expression

No	Classification	Score	Criteria
1	Excellent to good	20-18	Precise vocabulary usage of parallel structures; concise; register well.
2	Good to adequate	17-15	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
3	Adequate to fair	14-12	Some vocabulary misused; lack awareness of register; may be too wordy.
4	Unacceptable – not	11-6	Poor expression of ideas problems in vocabulary; lack variety of structure.
5	College-level work	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

2. According to Oshima (1997), Classifying the score of the students answer into five levels, which based on classification as follows:

No	Score	Classification
1.	91-100	Excellent
2.	81-90	Very good
3.	71-80	Good
4.	61-70	Fair
5.	51-60	Poor
6.	Less than 50	Very Poor

3. Scoring the students' answer by using formula:

$$\text{Score} = \frac{\text{—————}}{\text{—————}} \times 100\%$$

4. Calculating the collecting data from the students in answer the test, the researcher will use formula to get mean score of the students as follows:

a) The formula used in calculating the mean score of the students' answers:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score.

$\sum X$ = Sum of all scores.

N = Total number of the respondents.

Arikunto (2010)

b) The formula used in calculating the standard deviation of the students' pre-test and post-test.

$$SD = \sqrt{\frac{SS}{n-1}} \quad \text{Where } SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SD = Standard deviation.

SS = the sum of square.

n = Total number of the subjects.

\sum = The sum of all square; each score is squared and all the squares are added up.

$(\sum X)^2$ = The square of the sum; all the scores are added up and the sum is square total.

Gay (1981)

- c) The formula used in finding out the difference between students' score in pretest and post-test is:

$$= \frac{x_1 - x_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

- T = Test of significance.
- x_1 = Mean score of experimental group.
- x_2 = Mean score of control group.
- SS_1 = Sum square of experimental group.
- SS_2 = Sum square of control group.
- n_1 = Number of students of experimental group.
- n_2 = Number of students of control group.

Where:

$$SS_1 = \sum x_1^2 - \frac{(\sum \quad)}{n_1}$$

$$SS_2 = \sum x_2^2 - \frac{(\sum \quad)}{n_2}$$

Arikunto (2010)

The formula explained about the significant between the pre-test and the post-test. The aim of the formula was to answer the question of the problem statement, to know whether the Think-Pair-Share technique effective or not in writing descriptive text at the eighth grade students of SMP Negeri 3 Sinjai.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and its discussion. The finding of the research consists of the description of the result of data collected through the test and the discussion covers the details interpretation of the research.

A. Finding

The finding of this research deals with the students score of pre-test and post-test, the frequency and the rate percentage of the students' score, the means score and standard deviation of pre-test and post-test, the t-test value and the hypothesis testing. The findings are described as follows.

1. The Classification of the Students' Pre-Test Score in Experiment and Control Class.

Before the treatment, the researcher conducted the pre-test. The result of the pre-test was acquired to know the students' degree in mastering writing descriptive text. All students' result can be seen in the data in *table 1*.

Table 1

The Rate Percentage of Score Experimental Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	-
2	Very Good	81 – 90	-	-
3	Good	71 – 80	1	5%
4	Fair	61 – 70	6	30%
5	Poor	51 – 60	2	10%
6	Very Poor	Less than 50	11	55%
	TOTAL		20	100%

The *table 1* shows that there was 1 (5%) student classified into good score, there were 6 (30%) students classified into fair score, there were 2 (10%) students classified into poor score, there were 11 (55%) students classified into very poor score, and none of students (0%) classified into excellent and very good score. From the result it can be concluded that the students' writing descriptive text achievement on pre- test ranges from good to very poor classification.

Table 2
The Rate Percentage of Score Control Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	-
2	Very Good	81 – 90	-	-
3	Good	71 – 80	-	-
4	Fair	61 – 70	3	15%
5	Poor	51 – 60	4	20%
6	Very Poor	Less than 50	13	65%
	TOTAL		20	100%

Table 2 above shows the rate percentage of the score of control class in the pre-test from 20 students. None of students classified into excellent and very good score. There were 3 (15%) students classified into fair score, there were 4 (20%) students classified into poor score, and there were 13 (65%) students classified into very poor score. From the result it can be concluded that the students' writing descriptive text achievement on pre- test ranges from fair to very poor classification. This indicates that the rate percentage of score control class in the pre-test was low.

Based on the result above, it can be seen that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

2. The Classification of the Students' Post-Test Score in Experimental and Control Class.

Table 3
The Rate Percentage of Score Experimental Class in the Post-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	-
2	Very Good	81 – 90	15	75@#%
3	Good	71 – 80	4	20%
4	Fair	61 – 70	1	5%
5	Poor	51 – 60	-	-
6	Very Poor	Less than 50	-	-
	TOTAL		20	100%

After treatment, the researcher conducted the post-test. All students' result could be seen into the data in *table 3*. There were 15 (75%) students classified into very good score, there were 4 (20%) students classified into good score, there were 1

(5%) students classified into fair score, and none of the students (0%) classified into excellent, poor, and very poor score. From the result it can be concluded that the students' writing descriptive text achievement on pre- test ranges from good to fair classification.

Table 4
The Rate Percentage of Score Control Class in the Post-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	-
2	Very Good	81 – 90	6	30%
3	Good	71 – 80	6	30%
4	Fair	61 – 70	2	10%
5	Poor	51 – 60	1	5%
6	Very Poor	Less than 50	5	25%
	TOTAL		20	100%

While the rate percentage of the score of control class in the post-test from the 20 students as *table 4* above shows, none of the students (0%) was classified into excellent score which score more than 91. There were 6 (30%) students classified into very good score, there were 6 (30%) students classified into good score, there were 2 (10%) student classified into fair score, there was 1 (5%) students classified into poor score, and there were 5 (25%) students classified into very poor score. From the result it can be concluded that the students' writing descriptive text achievement on pre- test ranges from good to very poor classification.

It can be seen that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

Based on the data above, it means that there was improvement of students who were taught using Think-Pair-Share Technique and Conventional strategy, but using Think-Pair-Share Technique can be more improving the students' writing ability in writing descriptive text than Conventional strategy. In addition, the researcher can conclude that using Think-Pair-Share Technique can help students to overcome their problem in writing descriptive text.

3. The Mean Score and Standard Deviation of the students' Experimental and Control Group

Table 5
The Mean Score and the Standard Deviation of Experimental and Control Group of the Students' Pre-test and Post-test.

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	46.6	84.05	15.9	6.42
Control	48.5	84.33	13.4	15

After calculating the results of the students' pre-test and post-test from the experimental group and the control group, the mean score and standard deviation of their scores presented in *table 5*. The mean score of the students' pre-test of experimental group which shown from the table was 46.6 with standard deviation

was 15.9. The mean score of the students' pre-test of control group which shown from the table was 48.50 with standard deviation was 13.40.

The mean score of the students' post-test of the experimental group which shown from the table was 84.05 with standard deviation was 6.42. The mean score of students' post-test of control group which shown from the table was 84.33 with standard deviation was 15.00. It revealed that the mean score and standard deviation of pre-test and post-test of experiment group and control group were different which obtained from the students.

Based on the data above, the results achieved from both tests, the pre-test and the post-test, were different. The students' ability of experimental group in mastering writing descriptive text was higher than the control group. Based on the result above, the researcher has considered Think-Pair-Share technique could be one of the effective ways to enhance the students' writing ability. It based on the mean score of experimental group's post-test was higher than control group.

4. Hypothesis Testing the Difference Significant Between the Experimental and Control Group

Although, the mean score increased after treatment but the hypothesis in Chapter II p. 20 must be tasted again with the statistical calculation. The statements of the hypothesis are:

(Ho) : The using of Think-Pair-Share technique is not effective to improve students' writing ability at the eighth grade of SMP Negeri 3 Sinjai.

(H1) : The using of Think-Pair-Share technique is effective to improve students' writing ability at the eighth grade of SMP Negeri 3 Sinjai.

To know whether the mean score of the experimental group and the control group was statistically different, the t-test applied with the level significance (P) = 0.05 and the degree of freedom (df) = $N-2$, where $N_1 = 20$ and $N_2 = 20$. The result of t-test after calculation can be seen the following *table 6*.

Table 6
The Result of t-test calculation

Variable	t-test Value	t-table Value
$X_1 - X_2$	3.99	2.021

The *table 6* indicates that value of the t-test was 3.99 and the value of the t-table was 2.021 with significant level (P) = 0.05 and (df) = 38, then the value of t-test was higher than the value of t-table ($3.99 > 2.021$). It means that $H_1 > H_0$, the hypothesis was accepted.

B. Discussion

The Think-Pair-Share technique is a teaching technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage students' classroom participation. The Think-Pair-Share technique is a cooperative discussion strategy to help students work in group. In applying this strategy, the lecturer poses a question, preferable one demanding

analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987).

As a part of cooperative learning strategy, the Think-Pair-Share technique also stated as an effective teaching strategy. The effectiveness of this strategy indicated by the procedures of the implementation that mostly focuses on the students to perform their ability and togetherness in doing all the classroom activities in order to improve their competence in language skills. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class.

Using Think-Pair-Share technique, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

Dealing with the explanation above, the Think-Pair-Share technique also has been effectively implemented in the teaching of writing to the eight grade students of SMPN 9 Desnpasar conducted by Laini (2014). Based on the finding, Laini concluded that Think-Pair-Share was an effective way to improve the subjects' achievement in descriptive paragraph writing. Her finding showed that the subjects were motivated to study and to write a descriptive paragraph. It also improved by

Elisabeth and Aisah (2012), in their observation result showed that the students gave their good attitudes and responses in teaching and learning process by applying Think-Pair-Share (TPS) technique.

Similarity in this research, the result showed that Think-Pair-Share technique is effective for students writing ability. Based on the data collection from the students showed that, the t-value was 3.99 with the level significance 0.05 and the degree of freedom (df) 38 while the t-table was 2.021. The t-value is higher than the t-table ($3.99 > 2.021$). So, the null hypothesis (H_0) of the research was rejected and alternative hypothesis (H_1) was accepted. It means that the using of Think-Pair-Share technique is significantly effective because the students showed the improvement in the test result.

The description of the data collected through the writing test as explained in previous section shows that the students' writing was improved. It was supported by frequency and rate percentage of the result of the students' score after presenting writing descriptive text through Think-Pair-Share technique was better than before the treatment given to the students. It can be concluded that the use of Think-Pair-Share technique is effective to improve students' writing ability at the eighth grade students of SMP Negeri 3 Sinjai.

The technique of teaching is one of the factors that influence the result of the study. In the process of teaching, the teachers must choose appropriate technique, so the student will enjoy the lesson. Based on the result of the test, the process of learning English using Think-Pair-Share technique in SMP Negeri 3 Sinjai could help

the students' ability in writing descriptive text. It was proved from by result of the research that students got higher scores after giving the treatment than before giving the treatment.

CHAPTER V

CONCLUSIONAND SUGGESTION

This chapter consists of two parts, the first deals with the conclusions of the findings, and the second part deals with suggestions.

A. *Conclusions*

Based on the findings and the discussions in the previous chapter, the researcher concludes that learning writing descriptive text through Think-Pair-Share is effective to improve students' ability in writing descriptive text at the eighth grade of SMP Negeri 3 Sinjai. It is proved from the result of the test showed that there was a significant difference between students' pre-test and post-test. Also, the t-test value was higher than the t-table value. It obviously seems that there was improvement in students' writing after giving treatment by using Think-Pair-Share Technique.

B. *Suggestion*

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In the teaching writing, the teacher should use some different techniques and ways to attract the students' attention to learn writing descriptive text.
2. The researcher suggests to the English teacher to be more creative in presenting materials in teaching writing as one alternative among other teaching techniques because it help the students to be more interested, active, and enjoy in learning.

3. The use of Think-Pair-Share technique is very effective to improve students' writing descriptive text. Therefore, the researchers suggest to the English teacher especially in SMP Negeri 3 Sinjai to use Think-Pair-Share technique as a technique or method in teaching writing descriptive text.
4. This research will be a useful information and contribution for the next researcher especially about students' comprehension and reference in writing.
5. For the next researchers who want to use Think-Pair-Share technique, it would be better if the next research is conducted in a longer period.

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Appendix I

LESSON PLAN

Nama Sekolah : SMP negeri 3 Sinjai
Kelas/Semester : VIII A / 1
Tema : Pre-Test (Descriptive Text)
Pertemuan ke : 1
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 30 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

Menuliskan *descriptive* paragraph tentang *your mother* (Ibu) dengan baik dan benar.

C. Materi Pokok

- Generic structure of descriptive paragraph
- Language usage of descriptive paragraph

D. Sumber Belajar

- Internet
- Buku teks yang relevan

E. Langkah-langkah Pembelajaran

1) Kegiatan Guru (Peneliti)

- Peneliti memberikan siswa lembar soal.
- Peneliti meminta siswa untuk menulis nama dan identitas.
- Peneliti menjelaskan kepada siswa cara mengerjakan soal.

- Peneliti meminta siswa untuk mengerjakan soal.
- a. Kegiatan Siswa
 - Siswa mengerjakan soal yang telah diberikan secara perorangan sesuai dengan instruksi yang telah diberikan oleh guru.
 - Setiap siswa membuat *descriptive* paragraf dengan topik yang telah ditentukan.

Makassar, 20 September 2016

The Researcher

Intaniya Fathanty Lukman
20400112094

LESSON PLAN

Nama Sekolah : SMP negeri 3 Sinjai
Kelas/Semester : VIII A / 1
Tema : Treatment (Descriptive Text)
Pertemuan ke : 2 dan 3
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 30 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

- Mengidentifikasi konsep tentang writing
- Mengidentifikasi penggunaan bahasa dalam penulisan *descriptive paragraph*.
- Menuliskan *descriptive paragraph* tempat dan benda-benda disekitar dengan baik dan benar.

C. Materi Pokok

- Generic structure of descriptive paragraph
- Language usage of descriptive paragraph

D. Sumber Belajar

- Internet
- Buku teks yang relevan

E. Metode Pembelajaran

Think-Pair-Share Technique

F. Langkah-langkah Pembelajaran

1. Siswa mendiskusikan konsep tentang *writing (good writing)*.
2. Siswa mendiskusikan tentang *descriptive paragraph* (struktur penulisan, menulis paragraph dengan baik, struktur penggunaan tata bahasa dalam penyusunan *descriptive paragraph*).
3. Peneliti dan siswa mendiskusikan tentang contoh *descriptive paragraph*.
4. Peneliti mengenalkan dan menjelaskan kepada siswa tentang konsep Think-Pair-Share Technique.
5. Peneliti memberikan siswa *paper sheet* dengan tema *writing descriptive* dan meminta mereka berpikir mengenai tema yang diberikan.
6. Peneliti meminta siswa untuk mengerjakan soal secara berpasangan dan meminta mereka untuk mebagi hasil pemikiran mereka mengenai soal tersebut.
7. Peneliti meminta siswa untuk menuliskan hasil pemikiran mereka bersama pasangannya di lembar jawaban. Setiap pasangan harus membuat tulisan mereka sesuai dengan format *writing descriptive paragraph*, yaitu *identification and description*. Siswa mengerjakan *descriptive paragraph* dengan benar.

Makassar, September 2016

The Researcher

Intaniya Fathantv Lukman
20400112094

LESSON PLAN

Nama Sekolah : SMP negeri 3 Sinjai
Kelas/Semester : VIII A / 1
Tema : Post-Test (Descriptive Text)
Pertemuan ke : 4
Aspek/ Skill : Writing
Alokasi Waktu : 2 X 30 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

Menuliskan *descriptive* paragraph tentang *your best friend* (Teman/Sahabat) dengan baik dan benar.

C. Materi Pokok

- Generic structure of descriptive paragraph
- Language usage of descriptive paragraph

D. Sumber Belajar

- Internet
- Buku teks yang relevan

E. Langkah-langkah Pembelajaran

1) Kegiatan Guru (Peneliti)

- Peneliti memberikan siswa lembaran soal.
- Peneliti meminta siswa untuk menulis nama dan identitas.
- Peneliti menjelaskan kepada siswa cara mengerjakan soal.
- Peneliti meminta siswa untuk mengerjakan soal.

2) Kegiatan Siswa

- Siswa mengerjakan soal yang telah diberikan secara perorangan sesuai dengan instruksi yang telah diberikan oleh guru.
- Setiap siswa membuat *descriptive* paragraf dengan topik yang telah ditentukan.

Makassar, 1 Oktober 2016

The Researcher

Intaniya Fathanty Lukman
20400112094

Appendix II

RESEARCH INSTRUMENT



“The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Sinjai”

Item : Pre-Test

Petunjuk Pengisian:

1. Instrumen penelitian ini adalah alat yang digunakan untuk mengetahui kemampuan menulis adik-adik sebelum penerapan Think-Pair-Share Technique dalam menulis terhadap siswa (the students' writing ability) di sekolah Anda.
2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan dan kerjasamanya peneliti mengucapkan terima kasih.
4. Isilah identitas Anda sesuai dengan kotak yang disediakan.
5. Dalam pengerjaan tes, Anda di perbolehkan membuka kamus.
6. Anda diberikan waktu selama 60 menit untuk mengerjakan tes ini.
7. Selamat mengerjakan dan jangan menyontek!

QUESTION

Write down a descriptive paragraph about your mother into minimal five sentences by using your own words!

Students' Answer Sheet



**“The Effectiveness of Think-Pair-Share Technique toward
Students Ability in Writing Descriptive Text at the Eighth
Grade Students of SMP Negeri 3 Sinjai”**

Item : Pre-Test

Name :.....	Score	Classification
Reg. Number :.....		
Class :.....		
Phone Number :.....		
Address :.....		

Your Writing

Appendix III

RESEARCH INSTRUMENT



“The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Sinjai”

Item : Post-Test

Petunjuk Pengisian:

1. Instrumen penelitian ini adalah alat yang digunakan untuk mengetahui kemampuan menulis adik-adik sebelum penerapan Think-Pair-Share Technique dalam menulis terhadap siswa (the students' writing ability) di sekolah Anda.
2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan dan kerjasamanya peneliti mengucapkan terima kasih.
4. Isilah identitas Anda sesuai dengan kotak yang disediakan.
5. Dalam pengerjaan tes, Anda di perbolehkan membuka kamus.
6. Anda diberikan waktu selama 60 menit untuk mengerjakan tes ini.
7. Selamat mengerjakan dan jangan menyontek!

QUESTION

Write down a descriptive paragraph about your best friend by using your own words!

Students' Answer Sheet



**“The Effectiveness of Think-Pair-Share Technique toward
Students Ability in Writing Descriptive Text at the Eighth
Grade Students of SMP Negeri 3 Sinjai”**

Item : Post-Test

Name :	Score	Classification
Reg. Number :		
Class :		
Phone Number :		
Address :		

Your Writing

Appendix IV

The Classification of the Students' Pre-test in Control Class

No	Name	Pre-test	Classification
1.	Muhammad Nur Aqhsa. A	69	Fair
2.	Restu Heri Setiadi	37	Very Poor
3.	Adriansyah	70	Fair
4.	Muhammad Fikri	69	Fair
5.	Wawan Setiawan	21	Very Poor
6.	Arya Ananda Alfaridzi	58	Poor
7.	Muh. Ikhwal Fauzan	45	Very Poor
8.	Anugrawati	50	Very Poor
9.	Hamdaniyah	36	Very Poor
10.	Nur Mutmainnah. M	39	Very Poor
11.	Winda Sari	40	Very Poor
12.	A. usnul Fatimah	50	Very Poor
13.	Muzdalifah	44	Very Poor
14.	Juniati	40	Very poor
15.	Imayanti	32	Very poor
16.	Lisnawati	60	Poor
17.	Alfi Indriyani	28	Very Poor
18.	Alfi Widiyanti	50	Very Poor
19.	Asmitha Faradiba	56	Poor
20.	A. Meyliani Dwi Putri Rasyid	58	Poor

Appendix V

The Classification of the Students' Post-test in Control Class

No	Name	Post-test	Classification
1.	Muhammad Nur Aqhsa. A	85	Very Good
2.	Restu Heri Setiadi	60	Poor
3.	Adriansyah	89	Very Good
4.	Muhammad Fikri	81	Very Good
5.	Wawan Setiawan	46	Very Poor
6.	Arya Ananda Alfaridzi	72	Good
7.	Muh. Ikhwal Fauzan	77	Good
8.	Anugrawati	50	Very Poor
9.	Hamdaniyah	50	Very Poor
10.	Nur Mutmainnah. M	85	Very Good
11.	Winda Sari	45	Very Poor
12.	A. usnul Fatimah	77	Good
13.	Muzdalifah	77	Good
14.	Juniati	46	Very poor
15.	Imayanti	65	Fair
16.	Lisnawati	73	Good
17.	Alfi Indriyani	80	Very Good
18.	Alfi Widiyanti	85	Very Good
19.	Asmitha Faradiba	61	Fair
20.	A. Meyliani Dwi Putri Rasyid	80	Good

Appendix VI

The Classification of the Students' Pre-test in Experimental Class

No	Name	Pre-test	Classification
1.	Muhammad Farhan Fadillah AR	65	Fair
2.	Fikri Haikal Saputra	38	Very Poor
3.	M. Ashar	33	Very Poor
4.	Zulkifli	39	Very poor
5.	M. Fadel Ashari	26	Very Poor
6.	Ian Januari	34	Very Poor
7.	Andi Rahmat Hidayat	26	Very Poor
8.	Wardi Purwansa	62	Fair
9.	Muh. Alfi Syawal	28	Very Poor
10.	Muh. Yasir	38	Very Poor
11.	Muslimin	26	Very Poor
12.	A. Anggita Farah Fadhila Irno	61	Fair
13.	Cindi Fatika Sari	39	Very Poor
14.	Nur Amaliah	70	Fair
15.	Nurul Haerunnisa	56	Poor
16.	Miftahul Jannah Rahman	41	Very Poor
17.	Mutia Nabila Maryam	61	Fair
18.	Magfira	71	Good
19.	Andi Besse Tenri Ajeng	62	Fair
20.	Andi Nurul Nisa	56	Poor

Appendix VII

The Classification of the Students' Post-test in Experimental Class

No	Name	Post-test	Classification
1.	Muhammad Farhan Fadillah AR	90	Very Good
2.	Fikri Haikal Saputra	73	Good
3.	M. Ashar	70	Fair
4.	Zulkifli	78	Good
5.	M. Fadel Ashari	90	Very Good
6.	Ian Januari	83	Very Good
7.	Andi Rahmat Hidayat	75	Good
8.	Wardi Purwansa	81	Very Good
9.	Muh. Alfi Syawal	81	Very Good
10.	Muh. Yasir	81	Very Good
11.	Muslimin	79	Good
12.	A. Anggita Farah Fadhila Irno	89	Very Good
13.	Cindi Fatika Sari	87	Very Good
14.	Nur Amaliah	89	Very Good
15.	Nurul Haerunnisa	89	Very Good
16.	Miftahul Jannah Rahman	90	Very Good
17.	Mutia Nabila Maryam	89	Very Good
18.	Magfira	90	Very Good
19.	Andi Besse Tenri Ajeng	87	Very Good
20.	Andi Nurul Nisa	90	Very Good

Appendix VIII

The Row Score of the Students' Pre-Test and Post-Test in Experimental Class

Respondents	Pre-Test		Post-test	
	Score X_1	$(X_1)^2$	Score X_1	$(X_1)^2$
1	65	4225	90	8100
2	38	1444	73	5329
3	33	1089	70	4900
4	39	1521	78	6084
5	26	676	90	8100
6	34	1156	83	6889
7	26	676	75	5625
8	62	3844	81	6561
9	28	784	81	6561
10	38	1444	81	6561
11	26	676	79	6241
12	61	3721	89	7921
13	39	1521	87	7569
14	70	4900	89	7921
15	56	3136	89	7921
16	41	1681	90	8100
17	61	3721	89	7921
18	71	5041	90	8100
19	62	3844	87	7569
20	56	3136	90	8100
TOTAL	932	48236	1681	142073

Appendix IX

The Row Score of the Students' Pre-Test and Post-Test in Control Class

Respondents	Pre-Test		Post-test	
	Score X_2	$(X_2)^2$	Score X_2	$(X_2)^2$
1	69	4761	85	7225
2	37	1369	60	3600
3	70	4900	89	7921
4	69	4761	81	6561
5	21	441	46	2116
6	58	3364	72	5158
7	45	2025	77	5929
8	50	2500	50	2500
9	36	1296	50	2500
10	39	1521	85	7225
11	40	1600	45	2025
12	50	2500	77	5926
13	44	1936	77	5926
14	40	1600	46	2116
15	50	2500	65	4225
16	60	3600	73	5329
17	28	784	80	6400
18	50	2500	85	7225
19	56	3136	61	3721
20	58	3364	80	6400
TOTAL	970	50458	1384	100054

Appendix X

The Mean Score

A. Control Class

1. Pre-Test

$$\bar{X} = \frac{\Sigma}{n}$$

$$\bar{X} = \frac{485}{10}$$

$$\bar{X} = 48.5$$

2. Post-Test

$$\bar{X} = \frac{\Sigma}{n}$$

$$\bar{X} = \frac{692}{10}$$

$$\bar{X} = 69.2$$

B. Experiment Class

1. Pre-Test

$$\bar{X} = \frac{\Sigma}{n}$$

$$\bar{X} = \frac{466}{10}$$

$$\bar{X} = 46.6$$

2. Post-Test

$$\bar{X} = \frac{\Sigma}{n}$$

$$\bar{X} = \frac{840.5}{10}$$

$$\bar{X} = 84.05$$

Appendix XI

The Standard Deviation

A. Experiment Class

1. Pre-Test

$$SD = \frac{\quad}{\quad}$$

Where,

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 48236 - \frac{(\quad)^2}{\quad}$$

$$SS_1 = 48236 - \frac{\quad^2}{\quad}$$

$$SS_1 = 48236 - 43431.2$$

$$SS_1 = \quad .$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad} .$$

$$SD = \frac{\quad}{\quad} .$$

$$SD = \sqrt{252.88}$$

$$SD = 15.9$$

2. Post-Test

$$SD = \frac{\quad}{\quad}$$

Where,

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 142073 - \frac{(\quad)^2}{\quad}$$

$$SS_1 = 142073 - \frac{\quad^2}{\quad}$$

$$SS_1 = 142073 - 141288.05$$

$$SS_1 = \quad .$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad} .$$

$$SD = \frac{\quad}{\quad} .$$

$$SD = \sqrt{41.31}$$

$$SD = 6.42$$

B. Control Class

1. Pre-Test

$$SD = \frac{\quad}{\quad}$$

$$\text{Where, } SS_2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_2 = 50458 - \frac{(\quad)^2}{\quad}$$

$$SS_2 = 50458 - \frac{\quad^2}{\quad}$$

$$SS_2 = 50458 - \frac{47045^2}{\quad}$$

$$SS_2 = \quad$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \sqrt{179.63}$$

$$SD = 13.4$$

2. Post-Test

$$SD = \frac{\quad}{\quad}$$

$$\text{Where, } SS_2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_2 = 100054 - \frac{(\quad)^2}{\quad}$$

$$SS_2 = 100054 - \frac{\quad^2}{\quad}$$

$$SS_2 = 100054 - \frac{95772.8^2}{\quad}$$

$$SS_2 = \quad$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \frac{\quad}{\quad}$$

$$SD = \sqrt{225.3}$$

$$SD = 15$$

Appendix XII

The Significance Different

$$X_1 = 84.05 \quad SS_1 = 784.95$$

$$X_2 = 69.2 \quad SS_2 = 4281.2$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{84.05 - 69.2}{\sqrt{\left(\frac{784.95 + 4281.2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{14.85}{\sqrt{\left(\frac{5066.15}{38}\right)(0.1)}}$$

$$t = \frac{14.85}{\sqrt{(133.31)(0.1)}}$$

$$t = \frac{14.85}{\sqrt{13.33}}$$

$$t = \frac{14.85}{3.65}$$

$$t_{\text{Hitung}} = \mathbf{3.99}$$

2. t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = (N₁ + N₂) - 2 = (20 + 20) - 2 = 38

t – Table = 2.021

Appendix XIII

The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496

Appendix XIV

Documentation



CURRICULUM VITAE



Intaniya Fathanty Lukman was born on June 28th 1994 in Sinjai, Kec. Sinjai Utara, Kab. Sinjai. She is the second children from five siblings. The researcher began her study in TK Aisyiah Bustanul Atfal, Kab. Sinjai and graduated in 2000.

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